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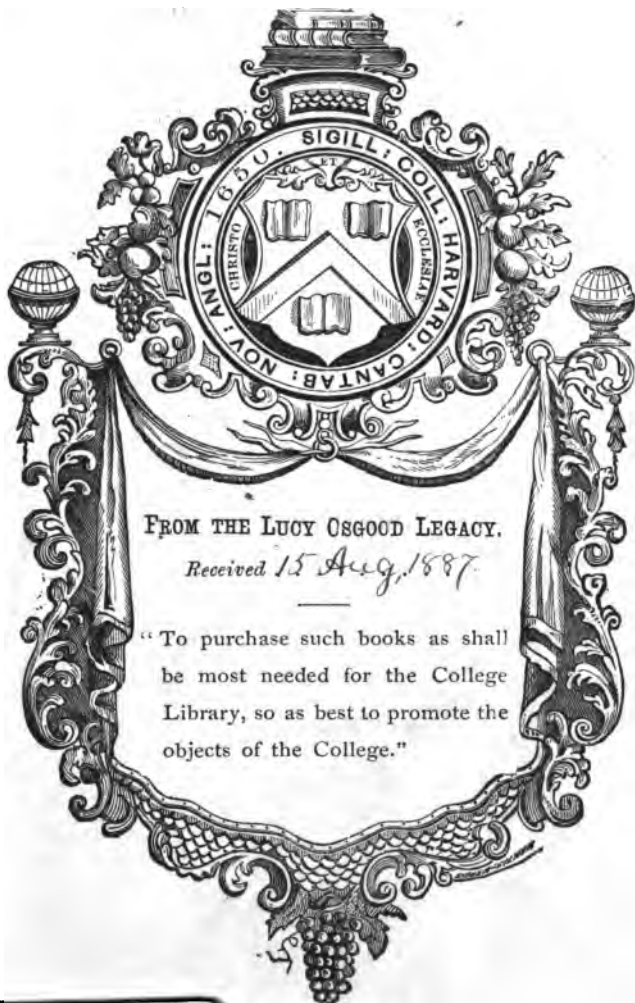
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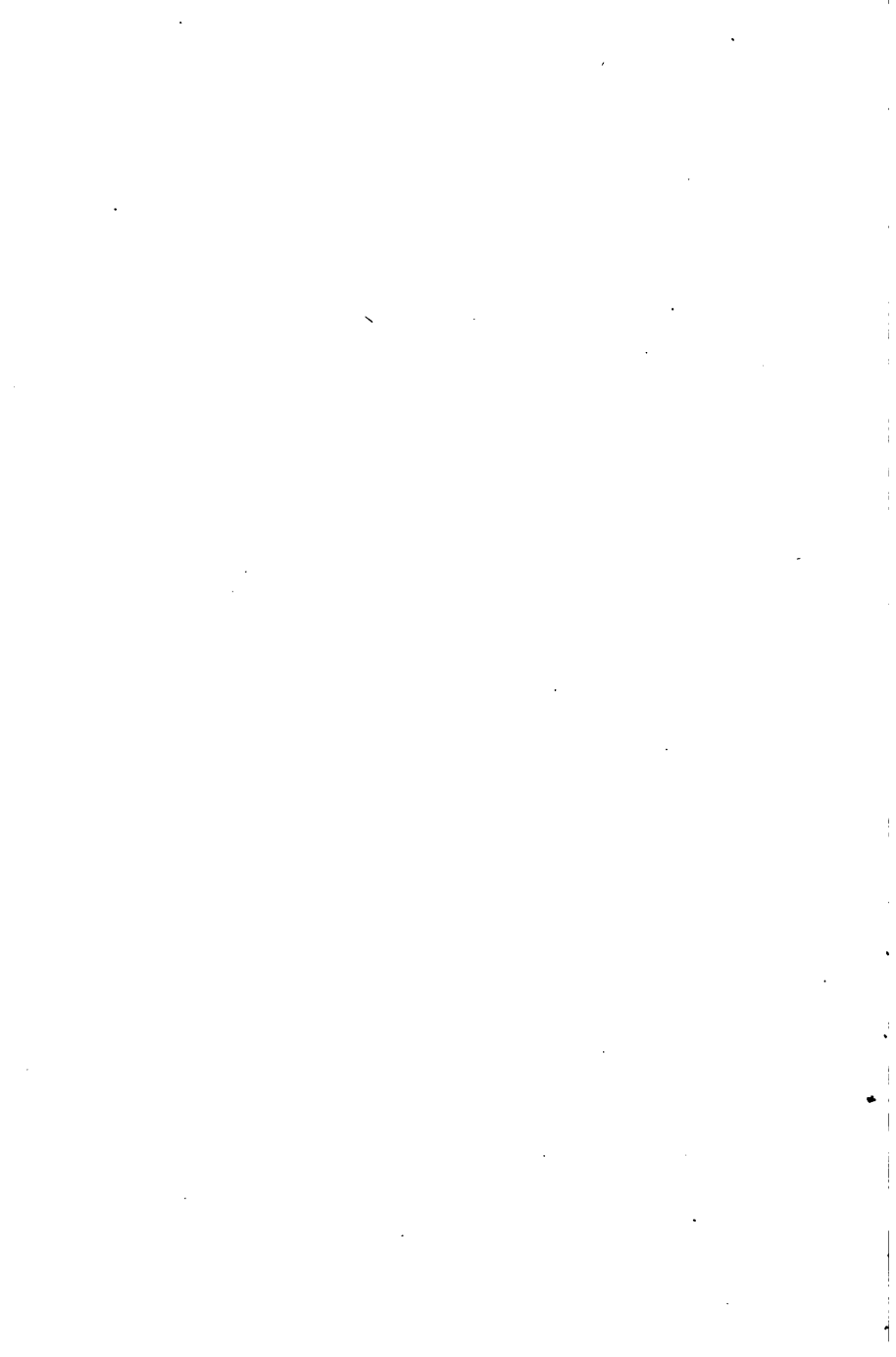
ELEMENTS OF
ENGLISH

RICKER





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ELEMENTS OF ENGLISH

AN

INTRODUCTION TO ENGLISH GRAMMAR

FOR THE USE OF SCHOOLS

BY
GEORGE HODGDON RICKER, A.M.



C.
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PREFACE.

No subject taught in our schools is more interesting, or better adapted to awaken thought in the youthful mind, than that of language, when properly presented.

This little book has been written with the hope of making this branch of school study less difficult, more attractive, and more useful to young pupils.

The work is elementary. It is designed to be used in the lower grades of schools, and to prepare the pupil for the study of larger works on language and grammar.

It consists of a series of lessons, treating of the parts of speech and their uses, of the simple sentence in its various forms, fully illustrated by practical exercises composed of common words in daily use, so that pupils are gradually, and almost unconsciously, led on to a knowledge of the correct use of their own language.

It also contains practical lessons on spelling, capital letters, and punctuation.

Directions for letter-writing are briefly and clearly stated and illustrated.

The principles of analysis and synthesis are concisely stated, followed by brief methods of parsing.

Of the merits of the book, use in the schoolroom must be the test.

G. H. R.

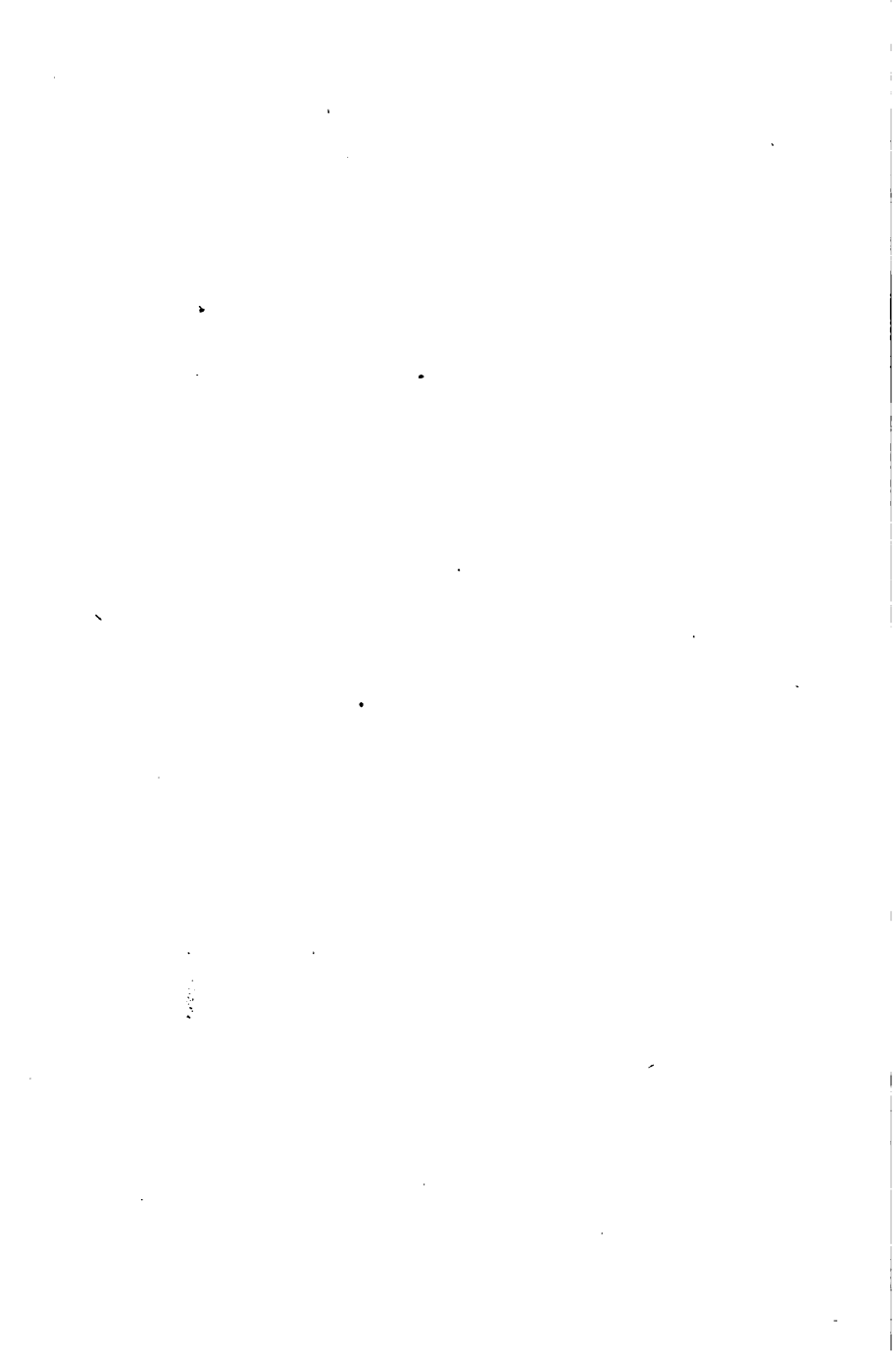
MELROSE, MASS., January, 1887.

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ELEMENTS OF ENGLISH.



ELEMENTS OF ENGLISH.

INTRODUCTORY: LANGUAGE.

Language is the expression of thought by means of words.

Words are of two kinds, — *spoken* and *written* or *printed*.

This book treats of the English language as it is used by good speakers and writers of the present day.

LESSON I.

STATEMENTS, QUESTIONS, COMMANDS, AND EXCLAMATIONS.

Words may be so combined as to form statements, questions, commands, and exclamations.

A **statement** is something said or asserted. It consists of two parts, — a subject and a predicate.

The **subject** names the person or thing of which something is said or asserted. The **predicate** tells what is said or asserted of the subject.

In the statement *children play*, *children* is the subject, because it names that of which something is said or asserted; and *play* is the predicate, because it tells what is said or asserted of the subject.

STATEMENTS.

SUBJECTS.	{	Some girls	study.	}	PREDICATES.
		The sun	shines.		
		The boys	go to school.		
		The peach	is delicious.		
		My friend	wrote a letter.		
		John	lives in Boston.		

EXERCISE.

Tell the subject and predicate in each statement.

- | | |
|-------------------------------|------------------------------|
| 1. The birds sing. | 11. Mary is happy. |
| 2. John goes to school. | 12. Hens lay eggs. |
| 3. The flower is beautiful. | 13. Boys play ball. |
| 4. The boys walked to church. | 14. Flowers bloom in spring. |
| 5. Trees grow. | 15. Apples grow on trees. |
| 6. Love conquers. | 16. Words are of two kinds. |
| 7. The oranges are sweet. | 17. I live in the country. |
| 8. The horse neighs. | 18. Boston is a city. |
| 9. Rain falls. | 19. Horses run fast. |
| 10. The girls sing sweetly. | 20. Vessels sail on the sea. |

LESSON II.

CAPITAL LETTERS AND PUNCTUATION.

Begin with a capital letter :—

1. The first word of a statement.
2. The special names of persons or places.
3. The names of the months and of the days of the week.
4. The words *I* and *O* should be capitals.

PUNCTUATION.

Place a period (.) after a statement or a command.

Place an interrogation point (?) after a question.

Place an exclamation point (!) after an exclamation.

EXERCISE 1.

Write five statements, and apply the directions for capital letters and punctuation.

EXERCISE 2.

Select the statements, questions, commands, and exclamations, and punctuate them.

- | | |
|----------------------------|--------------------------|
| 1. Carpenters build houses | 5. Are the cherries ripe |
| 2. Some boys study | 6. Come to me |
| 3. How it rains | 7. Are the girls happy |
| 4. Do birds sing | 8. How the wind blows |

EXERCISE 3.

Write five questions, five commands, and five exclamations, and apply the directions for capital letters and punctuation.

LESSON III.

CLASSIFICATION: NAME-WORDS OR NOUNS.

Words are classified according to their meaning and use.

Many words are the names of objects; as, *book, slate, pencil, bird, house, tree, John, Jane.*

Note.—Do not mistake the *word* expressing the *name* of an object for the object itself.

Objects are things which we can *see, hear, feel, taste, smell, or think about.*

Note.—The teacher may require the pupils to name several objects in the schoolroom and elsewhere, and tell something about them.

The *names* of objects are called **name-words**.

They are also called **nouns**.

DEFINITION.—A **noun** is a name.

EXERCISE 1.

Name the nouns in the following statements:—

1. Harold met cows, horses, and lambs.
2. Charles, Cora, and Dora go to school.
3. Alice Cary writes well.
4. Grace May sings sweetly.
5. Charles Henry Lee is a good boy.

PUNCTUATION. — When two or more nouns are used successively in the same way, place a comma (,) after each, except the last.

CAPITALS. — When the special name of a person or place consists of two or more words, begin each word with a capital letter; as, William Henry Johnson, Boston Common.

When the first letter of a special name is used for the full name it should be a capital, and should be followed by a period; as, J. B. Gough = John B. Gough.

EXERCISE 2.

Fill the blanks with suitable nouns.

1. — saw —, —, and —.
2. —, —, and — study geography.
3. — — walks gracefully.
4. — — is very happy.
5. — — — reads and writes.
6. —, —, and — are in the —.
7. — — wrote me a —.
8. — — can play the —.
9. In the — we eat —.

EXERCISE 3.

Write five statements similar to those above, and apply the directions for punctuation and the use of capital letters.

LESSON IV.

PROPER NOUNS.

When we select some *particular* one of a class of objects and give it a *special* name, we call it a **proper noun**. To one particular boy we give the *special* name *George* to distinguish him from other boys. To one particular city we give the *special* name *Boston* to distinguish it from other cities.

DEFINITION. — A **proper noun** is a *special* name for *one* of a class.

A **proper noun** should always begin with a capital letter; as, *George, Mary, Boston, Albany, March, Monday*.

EXERCISE 1.

Mention several proper nouns: names of persons or places.

EXERCISE 2.

Name the proper nouns in the following statements: —

- | | |
|---|--------------------------------|
| 1. Albert has gone to New York. | 5. Melrose is a pleasant town. |
| 2. Martha lives in Philadelphia. | 6. John is a good boy. |
| 3. Edwin returned from Chicago last Thursday. | 7. December is a cold month. |
| 4. Lowell is a large city. | 8. Harold is in town. |
| | 9. Dora lives in Boston. |
| | 10. Jane is going to Salem. |

EXERCISE 3.

Fill the blanks with proper nouns.

- | | |
|-------------------------|---------------------------|
| 1. — goes to —. | 6. — is a good girl. |
| 2. — will return to —. | 7. — studies arithmetic. |
| 3. — is a large city. | 8. — goes to school. |
| 4. — works in —. | 9. — is a large town. |
| 5. — is in — every day. | 10. — is an ancient city. |

EXERCISE 4.

Write five statements and five questions, each containing two proper nouns, — one the name of a person, the other the name of a place.

LESSON V.

COMMON NOUNS.

When a word is used to name *any* one or *all* of a class, we call it a **common noun**; as, *man, horse, house, trees, birds, books*, etc.

DEFINITION. — A **common noun** is a *general* name for *any* one or *all* of a class.

EXERCISE 1.

Name the common nouns and proper nouns.

- | | |
|-------------------------------------|------------------------------|
| 1. The books lie on the table. | 3. Martha goes to school. |
| 2. The papers are left at the door. | 4. Jane studies geography. |
| | 5. The stars shine by night. |

- | | |
|----------------------------------|--------------------------------|
| 6. Ada sings in the choir. | 10. Providence is a city. |
| 7. Arithmetic is a useful study. | 11. Sarah teaches in Boston. |
| 8. The dog follows his master. | 12. Horses are useful animals. |
| 9. Birds build nests. | 13. Dora plays the organ. |
| | 14. Boys write with pens. |

EXERCISE 2.

Fill the blanks with common nouns.

- | | |
|---------------------------------|---|
| 1. Horses draw heavy —. | 12. Girls draw with —. |
| 2. John studies his — at home. | 13. Some — are fragrant. |
| 3. Exercise strengthens the —. | 14. Ella plays the —. |
| 4. Boys and — recite together. | 15. Boys write with —. |
| 5. — and girls recite together. | 16. Cats catch —. |
| 6. — paint beautiful —. | 17. John called his — and gave him a —. |
| 7. Hens lay — in —. | 18. I have read this — and like it very much. |
| 8. Charles is a good —. | 19. Birds build — in the —. |
| 9. Oxen draw —. | 20. — live in the — and eat —. |
| 10. Bees gather —. | 21. We study — that we may learn about —. |
| 11. Birds build —. | |

EXERCISE 3.

Write five statements and five questions, each containing one common noun or more.

LESSON VI.

PRONOUNS.

There is a class of words used instead of nouns. These words are called **pronouns**.

They are *I, you, he, she, it, we, they, my, our, your, their, me, him, her, his, and them*.

DEFINITION. — A **pronoun** is a word used instead of a **noun**.

EXERCISE 1.

Name the pronouns and the nouns for which they are used.

1. Harold studies that *he* may acquire knowledge.
2. Mabel exercises that *she* may enjoy health.
3. How blessings brighten as *they* take their flight !
4. Mary has books, and *she* will lend *them*.

Note. — Pronouns are used to avoid repeating the noun.

EXERCISE 2.

Name the pronouns, and the nouns which they represent.

1. Harold met Egbert and invited him to his home.
2. Joseph and William are good boys ; they study their lessons faithfully.
3. Alice studies that she may learn.
4. Some boys read good books that they may become wise.
5. Bees flit from flower to flower that they may gather honey.

6. Robins are beautiful birds ; they sing sweetly.
7. Some pupils study their lessons faithfully.
8. Lillian lost her glove, but she soon found it.
9. John left his book in his desk.
10. Mary found her basket and filled it with flowers.

EXERCISE 3.

Place pronouns where you find nouns improperly repeated.

1. Children must exercise that children may have health.
2. Girls study that girls may learn.
3. Men build houses that men may have homes.
4. Henry lights a lamp that Henry may see to study.
5. Dora studies that Dora may become wise.
6. John lost John's book, but afterward John found it.
7. Jane lost Jane's glove, but Jane soon found it.
8. The teacher asked Mary where Mary found Mary's book.
9. Apples are so plentiful that apples are very cheap.
10. The teacher called Ruth to her, and asked Ruth what Ruth was doing.
11. Jonathan lost my sister's glove, but Jonathan's cousin found it.
12. The boys took the boys' skates and went to the pond.
13. Men work very hard that men may earn money to support men's families.
14. The teacher told John to put John's slate on John's desk.

EXERCISE 4.

Write five statements, each containing a pronoun.

LESSON VII.

VERBS.

When we *play, talk, laugh, read, or sing*, we act or do something. Words that tell what we do are called **action-words**. They are called *action-words* because they express action.

Some words express simply *being*; as, The boys *are* good; The girl *is* happy. The words *are* and *is* do not express *action*, but *being*.

Words that express *action* or *being* are called **verbs**.

DEFINITION. — A **verb** is a word that expresses *action* or *being*.

EXERCISE 1.

Name the verbs, and state whether they express *action* or *being*.

- | | |
|------------------------|---------------------------|
| 1. Harold runs. | 9. The farmer ploughs. |
| 2. Willie laughs. | 10. Bees sting. |
| 3. The horse walks. | 11. Good boys study. |
| 4. Mary hastens. | 12. Girls paint pictures. |
| 5. Jane knits. | 13. The corn grows. |
| 6. Birds sing. | 14. Robins are beautiful. |
| 7. The horse galloped. | 15. Is Jane sick? |
| 8. Study your lesson. | 16. Are oranges sweet? |

EXERCISE 2.

Fill the blanks with suitable verbs.

- | | |
|-------------------------|----------------------------|
| 1. Charles — in Boston. | 12. The artist — pictures. |
| 2. Sarah — geography. | 13. Oranges — in Florida. |
| 3. Robins —. | 14. — to school. |
| 4. Girls — pictures. | 15. — Mary ill? |
| 5. Apples — on trees. | 16. The moon —. |
| 6. Birds — nests. | 17. Life — short. |
| 7. Dogs —. | 18. — to me. |
| 8. Henry — papers. | 19. The rose — red. |
| 9. Cats — mice. | 20. — the cherries ripe? |
| 10. Horses — oats. | 21. Do larks —? |
| 11. Heat — ice. | 22. John — his lesson. |

EXERCISE 3.

Write five statements, three questions, and two commands.



LESSON VIII.

ADJECTIVES.

Such words as *the, this, those, one* and *five*, are used to *limit* the nouns that follow them.

Such words as *good, wise, sweet, hot*, and their opposites are used with nouns and pronouns, and express some *quality* or *state* of the objects named by the nouns.

Such words are called **adjectives**.

DEFINITION. — An **adjective** is a word used to limit or qualify nouns and pronouns.

DEFINITION. — An adjective used to *limit* a noun is called a **limiting adjective**.

DEFINITION. — An adjective used to *qualify* a noun or a pronoun is called a **qualifying adjective**.

When both a limiting and a qualifying adjective are added to the same noun, the *limiting* adjective usually stands first ; as, *a good girl, this beautiful flower, an old man, that fragrant rose.*

EXERCISE 1.

Mention the limiting words; the qualifying words.

- | | | |
|-----------------------|--------------------------|-------------------------|
| 1. <i>This</i> apple. | 4. <i>Good</i> boys. | 7. <i>That</i> hat. |
| 2. <i>One</i> pear. | 5. <i>Wise</i> men. | 8. <i>Cold</i> water. |
| 3. <i>The</i> books. | 6. <i>Sweet</i> oranges. | 9. <i>Five</i> pencils. |

EXERCISE 2.

Fill the blanks with suitable adjectives.

1. Luther is a ——— boy.
2. Martin is ——— ——— scholar.
3. Sarah has ——— ——— flower.
4. Grant was ——— ——— general.
5. ——— trees grow in ——— forests.
6. Martha has ——— ——— apple.

7. — men improve their time.
8. — children obey their parents.
9. Joseph is — — — man.
10. Mr. Rice has — — horse.
11. Lucy wants — — orange.
12. Mr. Parker has built — — house.
13. — books are — companions.
14. — — son maketh — — father.
15. — — heart doeth good like a medicine.
16. — bird was thought to be —.
17. The view from our house is very —.
18. The days are growing very —.
19. — — man will be trusted.
20. — pictures adorn the room.

EXERCISE 3.

Name the adjectives, and the nouns they limit or qualify.

1. Good boys obey their parents.
2. Wise men improve precious time.
3. Beautiful birds sing sweet songs.
4. Hot water is an excellent medicine.
5. The faithful dog accompanies his kind master.
6. Tall and straight trees are often found in dense forests.
7. There are many beautiful orange groves in Florida.
8. Good books are a source of great happiness to many people.
9. Beautiful flowers are not always fragrant.

10. This is a stormy day.
11. Eliza gave Jane a large sweet apple.
12. A barking dog rarely bites.
13. Large trees grow in warm climates.
14. Melrose is a beautiful town near Boston.
15. A black horse, a red horse, a gray horse, and a white horse draw the coach.
16. Short words and long words are used in writing.
17. On a clear night beautiful stars can be seen.
18. Mr. Sawyer is building a fine new house.
19. Some beautiful horses are useful animals.
20. Tall, straight trees grow in Florida.

EXERCISE 4.

Write five statements, each containing an adjective.



LESSON IX.

ARTICLES.

A, an, and the are sometimes called **articles**.

A, e, i, o, u are vowels, and all other letters are consonants.

A is used before a *consonant* sound ; as, *a* book, *a* desk, *a* fire.

An is used before a *vowel* sound ; as, *an* apple, *an* orange, *an* inkstand.

The is used before words beginning with a *vowel* or a *consonant*.

A or *an* is used before nouns meaning only *one*.

The is used before words meaning one or more than one.

EXERCISE 1.

Fill the blanks with appropriate articles and state the reason for choosing *a*, *an*, or *the*.

- | | | |
|---------------|--------------------|------------------|
| 1. — man. | 8. — house. | 15. — desk. |
| 2. — men. | 9. — houses. | 16. — desks. |
| 3. — apple. | 10. — field. | 17. — book. |
| 4. — pear. | 11. — fields. | 18. — books. |
| 5. — pears. | 12. — window. | 19. — carpet. |
| 6. — garden. | 13. — arithmetic. | 20. — inkstand. |
| 7. — gardens. | 14. — arithmetics. | 21. — inkstands. |

EXERCISE 2.

Write ten statements, using the appropriate article in each.



LESSON X.

ADVERBS.

Some words are joined to other words to modify their meaning; as, Susan studies *diligently*. *Diligently* modifies the meaning of "studies," by telling *how* Susan studies. The boy is *very* generous. *Very* modifies the

meaning of "generous," by telling how generous the boy is. Such words are called **adverbs**.

DEFINITION. — An **adverb** is a word used to modify the meaning of verbs and some other words.

EXERCISE 1.

Name the adverbs, and the words whose meaning they modify.

- | | |
|--------------------------------------|--|
| 1. John walks hastily. | 11. Harold often came to visit me. |
| 2. Mary moves gracefully. | |
| 3. Birds sing sweetly. | 12. Good boys study diligently. |
| 4. He started early. | |
| 5. The lightning flashes vividly. | 13. The train was moving rapidly. |
| 6. The man walks slowly. | 14. The smoke rises high. |
| 7. This apple is very sour. | 15. He did not act wisely. |
| 8. This orange is very sweet. | 16. She plays beautifully. |
| 9. The orator spoke very eloquently. | 17. Slowly and sadly they laid him down. |
| 10. Mary reads very carelessly. | |

EXERCISE 2.

Fill the blanks with suitable adverbs.

- | | |
|---------------------|----------------------------|
| 1. The cars move —. | 5. Gertrude sings —. |
| 2. John writes —. | 6. The boy works —. |
| 3. Nathan acted —. | 7. The trees are waving —. |
| 4. Grace paints —. | 8. Birds fly —. |

- | | |
|-------------------------|-----------------------------|
| 9. The man walks —. | 12. Elephants walk —. |
| 10. George studies —. | 13. Margaret reads —. |
| 11. The child sleeps —. | 14. Susan sews and knits —. |

EXERCISE 8.

Write seven statements, each containing an adverb.

LESSON XI.

PREPOSITIONS.

Some words are placed before nouns and pronouns to connect them with some preceding word and to show the relation of the words so connected; as, The man goes *to* Boston; William walks *with* John; The book lies *on* the desk. *To* shows the relation between "goes" and "Boston"; *with* shows the relation between "walks" and "John"; *on* shows the relation between "lies" and "desk." Such words are called **prepositions**.

DEFINITION.—A **preposition** is a connective word showing the relation between the words it connects.

SOME OF THE PREPOSITIONS.

at	before	in	round	under
above	beneath	into	through	up
after	beyond	of	till	upon
across	by	on	to	with
against	below	over	toward	within
along	behind	past	unto	without

EXERCISE 1.

Fill the blanks with suitable prepositions.

1. The book lies — me — the desk.
2. I saw the man — noon — his house.
3. Thomas went — his house — his store.
4. Mr. West rode — Boston — Salem — his carriage.
5. He boards — Mr. Benton's — Boston.
6. The best oranges grow — Florida.
7. They walked — their room.
8. The birds flew — tree — tree.
9. Large vessels sail — the ocean.
10. Apples grow — trees — the orchard.
11. Look — the bright side — your condition.
12. A tree is known — its fruit.
13. A bird — the hand is worth two — the bush.
14. Commit thy way — the Lord ; trust also — Him.
15. There is a day — sunny rest — every dark and troubled night.
16. The regiment is now — winter quarters.
17. Joseph and Mary took their books — school — them.
18. John's slate was broken — many pieces.
19. The train was moving — a rapid rate.
20. Tyrants are despised — all who know them.

EXERCISE 2.

Name the prepositions and the words they show the relation between.

1. The dog leaped over the wall.
2. A man rushed into the house.
3. Grapes grow in the garden.
4. John went from Albany to Boston.
5. Boys learn by careful study.
6. Do not stop to play on your way to school.
7. They rode from Lawrence to Boston.
8. Children play with toys.
9. Girls go to school in summer.
10. A man walked through the house.
11. Boys study their lessons in school.
12. Apples fall from the trees to the ground.
13. Be at your post in time.
14. Mary walked in the garden.
15. Come to me to-morrow.
16. Boys should not slide on thin ice.
17. Boys skate in winter on the pond.
18. Apples grow on trees, and fall to the ground when ripe.
19. Children play on the lawn.
20. Birds fly to the trees and sing in the branches.

EXERCISE 3.

Write five statements, each containing a preposition.

LESSON XII.

CONJUNCTIONS.

Words like *and*, *but*, *for*, *if*, are used to connect words and sentences; as, Albert *and* Henry go to school; Charles studies, *but* John is very idle; I cannot go, *for* business detains me. *And* connects "Albert" and "Henry"; *but* connects "Charles studies" and "John is very idle"; *for* connects "I cannot go" and "business detains me." Such words are called **conjunctions**.

DEFINITION. — A **conjunction** is a word used to connect words and sentences.

SOME OF THE CONJUNCTIONS.

although	but	neither	that	unless
and	either	nor	then	wherefore
as	for	or	therefore	whether
because	if	since	though	yet
both	lest	than		

EXERCISE 1.

Fill the blanks with suitable conjunctions.

1. Amy — Dora came yesterday.
2. Henry writes — studies arithmetic.
3. Either Edwin — Thomas will come.

4. He will come — he is needy.
5. They will not learn — they study.
6. Neither Mary — Jane will come.
7. Joseph writes — ciphers.
8. John goes to school — Eliza plays.
9. Jane will go — she will return.
10. Edgar — Maud study geography.
11. — Grace — Gertrude will go.
12. — he slay me — will I trust in him.

EXERCISE 2.

Name the conjunctions and the words they connect.

1. Boys and girls recite in the same class.
2. Edwin studies arithmetic and grammar.
3. Joseph or William will go to town.
4. Mary likes to study, but Sarah likes to play.
5. They will not learn unless they study.
6. Either Bertha or Mary will write.
7. The books and papers lie on the desk.
8. Trust in the Lord, and do good.
9. He will work if he can.
10. The days are warm, but the nights are cool.
11. Birds fly, but fishes swim.
12. I need exercise, for I am chilly.
13. Time and tide wait for no man.
14. Harold and John read and write.
15. The girls play and sing.

16. Depart from evil, and do good.
17. Kind words cost nothing, but are worth much.
18. Man proposes, but God disposes.
19. Be slow to promise and quick to perform.
20. Worth makes the man, and want of it the fellow.
21. This apple is sweet, but that one is sour.
22. A conjunction is a word used to connect words and sentences.

EXERCISE 8.

Write five statements, each containing a conjunction.

LESSON XIII.

INTERJECTIONS.

Such words as *O! Ah! Hush! Hurrah!* express surprise or emotion; as, *Ah!* John, I am sorry. *Oh*, come quickly! Such words are called **interjections**.

DEFINITION. — An **interjection** is a word used to express surprise or emotion.

SOME OF THE INTERJECTIONS.

ah	ha	hist	lo
aha	hail	ho	O
alack	halloo	hum	oh
alas	hark	hush	pshaw

*INTERJECTIONS.***EXERCISE 1.**

Name the interjections.

1. Alas ! I have ruined my boy.
2. Ah ! how unfortunate he is.
3. O that I had wings like a dove !
4. "Hush !" said the mother to her child.
5. "Oh !" exclaimed the boy when he was struck.
6. Oh, how the wind blows !
7. Lo ! I am here.
8. Hail ! hail to the great chief !

EXERCISE 2.

Fill the blanks with suitable interjections.

- | | |
|---------------------------------------|--|
| 1. — ! I am sorry. | 5. —, how glad I am ! |
| 2. — ! has he come ? | 6. — ! when did he die ? |
| 3. It is he, but —, how
changed ! | 7. — ! such dark eyes. |
| 4. — ! who shall lead us
thither ? | 8. —, recall the time when
we were children ! |

EXERCISE 3.

Write five exclamations, using an interjection with each.

LESSON XIV.

SUMMARY.

All the words of the English language are divided into eight classes called **parts of speech**. They are called **nouns, pronouns, verbs, adjectives, adverbs, prepositions, conjunctions, and interjections**.

1. A **noun** is a name.
2. A **proper noun** is a *special* name for *one* of a class.
3. A **common noun** is a *general* name for *any* one or *all* of a class.
4. A **pronoun** is a word used instead of a noun.
5. A **verb** is a word that expresses action or being.
6. An **adjective** is a word used to limit or qualify nouns and pronouns.
7. An **adverb** is a word used to modify the meaning of verbs and some other words.
8. A **preposition** is a connective word showing the relation between the words it connects.
9. A **conjunction** is a word used to connect words and sentences.
10. An **interjection** is a word used to express surprise or emotion.

LESSON XV.

MASCULINE, FEMININE, AND NEUTER NOUNS.

A **masculine** noun is the name of a male ; as, *Charles, boy.*

A **feminine** noun is the name of a female ; as, *Mary, girl.*

A **neuter** noun is the name of neither a male nor a female ; as, *chair, stove, table.*

EXERCISE 1.

Tell the masculine, feminine, and neuter nouns.

- | | |
|--------------------------------|-------------------------------|
| 1. James found a watch. | 6. John has written a letter. |
| 2. Sarah lost her pencil. | 7. Dora has found her book. |
| 3. Mary lost her thimble. | 8. Mr. Bond is in town. |
| 4. The lamp is on the table. | 9. The iron is hot. |
| 5. The schoolmaster is coming. | 10. The days are long. |

EXERCISE 2.

Fill the blanks with nouns of the right gender.

- | | |
|-------------------------------|----------------------------|
| 1. Edgar is a good —. | 6. The — on which he came. |
| 2. Mary and — are sisters. | 7. The man planted — in |
| 3. This — is good to eat. | his field. |
| 4. Harold and — are brothers. | 8. Apples grow on —. |
| | 9. — is an active boy. |
| 5. This — is sweet. | 10. Eva is a good —, |

EXERCISE 3.

Write five statements, and tell the kind of noun or nouns used in each.

ABBREVIATIONS. — *N.* noun ; *mas.* masculine ; *fem.* feminine ;
neut. neuter.

LESSON XVI.

NUMBER OF NOUNS.

Most nouns have two forms to denote number — the **singular** and the **plural**.

The **singular** number denotes one.

The **plural** number denotes more than one.

The *plural* of nouns is regularly formed :

1. By adding *s* to the *singular* when its last letter can unite in sound with *s* ; as boy, boys ; bird, birds.

2. By adding *es* to the *singular* when its last letter cannot unite in sound with *s* ; as, box, boxes ; church, churches.

The following plurals are irregular : man, men ; woman, women ; child, children ; ox, oxen ; foot, feet ; tooth, teeth ; mouse, mice.

Proper nouns have no plural except when they represent groups, or families ; as, The *Smiths*, The *Stuarts*,

EXERCISE.

Form the plural of the following nouns:—

Book, desk, door, pen, pencil, slate, teacher, pupil, girl, chair, table, picture, star, window.

Arch, fox, dish, fish, inch, kiss, lash, gash, sash, bush, peach, cargo, potato, tomato, bench, trench, coach.

ABBREVIATIONS. — *Sing.* singular; *plu.* plural.

LESSON XVII.**MASCULINE, FEMININE, AND NEUTER PRONOUNS.**

The personal pronouns, *I, you, he, she, it*, simply stand in place of the nouns they represent.

He, his, him, are **masculine** forms of the pronoun.

She, hers, her, are **feminine** forms of the pronoun.

It and its, are **neuter** forms of the pronoun.

We cannot tell whether *I* and *you* are masculine or feminine till we see them associated with other words. *I am a good boy. You are a good girl.* "Boy" shows that "*I*" in this case is *masculine*. "Girl" shows that "*you*" in this case is *feminine*.

The gender of *we, they, their*, and *them* is to be determined by their connection with other words.

EXERCISE 1.

Tell the masculine, feminine, and neuter pronouns.

- | | |
|--------------------------|----------------------------|
| 1. He has a new book. | 6. My father found me. |
| 2. I saw her last week. | 7. He has lost his cane. |
| 3. She has a new hat. | 8. It is a beautiful tree. |
| 4. His mother loves him. | 9. You are a brave boy. |
| 5. You are brothers. | 10. They are sisters. |

EXERCISE 2.

Fill the blanks with suitable pronouns.

1. The apple has lost — flavor.
2. Mark saw — yesterday.
3. Jane has lost — watch.
4. The boy visited — uncle.
5. The girls are with — aunt.
6. The orange lost — sweetness.
7. The boys found — ball.
8. She rides in — carriage.
9. He has sold — farm.
10. She is visiting — cousin.

EXERCISE 3.

Write five statements, using a masculine, feminine, or neuter pronoun in each.

ABBREVIATION. — *Pron.* pronoun.

LESSON XVIII.

NUMBER OF PRONOUNS.

The plural of "I" is "we."

The plural of "you" is "you."

The plural of "he," "she," and "it," is "they."

The plural of "me" is "us."

The plural of "you" is "you."

The plural of "him," "her," and "it," is "them."

EXERCISE 1.

Fill the blanks with suitable pronouns.

- | | | | |
|-------------|-------------|------------|---------------|
| 1. — read. | 3. — reads. | 5. — work. | 7. — grows. |
| 2. — write. | 4. — runs. | 6. — talk. | 8. — happens. |

EXERCISE 2.

Fill the blanks with suitable pronouns.

- | | |
|-------------------|--------------------|
| 1. He saw —. | 4. They stopped —. |
| 2. They warned —. | 5. Sarah called —. |
| 3. I respect —. | 6. I found —. |

The plural of "my" is "our"; of "your" is "your"; of "his," "its," and "her," is "their."

These words denote ownership; as, *my* book; *our* pencils; *your* watch; *his* slate; *her* desk; *their* house.

CAPITALS. — The pronoun "I" must always be a capital letter.

COMPOUND PERSONAL PRONOUNS.

The compound personal pronouns are formed by adding to the simple pronoun, *self* for the *singular*, and *selves* for the *plural*; as, *myself*, *himself*, *herself*, *itself*; *ourselves*, *themselves*.



LESSON XIX.

USE OF THE VERB.

The **verb** is a word that expresses action or being.
The earth *is* round. *Is* John sick? *Come* to me.

Verbs, according to their use, are either **transitive** or **intransitive**.

A **transitive** verb has, or may have, an object.

John plants *corn*. Heat melts *ice*.

"Plants" is a transitive verb; its object is "corn."

"Melts" is transitive; its object is "ice."

An **intransitive** verb has no object.

The horse *walks*. The bird *flies*. Trees *grow*.

EXERCISE 1.

Supply suitable verbs.

- | | |
|---------------------------|-------------------------|
| 1. Susan — books. | 6. Carpenters — houses. |
| 2. George — apples. | 7. Horses — oats. |
| 3. Mary — letters. | 8. The tree — apples. |
| 4. The farmer — potatoes. | 9. Birds — nests. |
| 5. Nathan — geography. | 10. The man — his oxen. |

EXERCISE 2.

Write five statements, each containing a transitive verb.

EXERCISE 3.

Supply suitable intransitive verbs.

- | | |
|-----------------|---------------------|
| 1. The sun —. | 6. Fishes —. |
| 2. Horses —. | 7. The wind —. |
| 3. Birds —. | 8. The weary man —. |
| 4. Dogs —. | 9. The lion —. |
| 5. The grass —. | 10. Snow —. |

EXERCISE 4.

Write five statements, each containing an intransitive verb.

VERBS TAKING PREDICATE NOUNS OR ADJECTIVES.

Some intransitive verbs are followed by a noun or an adjective, called the **predicate** noun or adjective. William is a *boy*. Dora is *happy*.

EXERCISE 5.

Supply suitable predicate nouns or adjectives.

- | | |
|-----------------------|---------------------------|
| 1. The day is —. | 6. The grass looks —. |
| 2. Moses is a good —. | 7. Mr. Mason is a good —. |
| 3. Martha looks —. | 8. The apple is —. |
| 4. Sarah appears —. | 9. May is a happy —. |
| 5. The tree is —. | 10. These are good —. |

EXERCISE 6.

Write five statements, each containing a predicate noun or adjective.

ABBREVIATIONS. — *V.* verb; *tr.* transitive; *intr.* intransitive.

LESSON XX.

COMPARISON OF ADJECTIVES.

Comparison is a modification of the adjective to express quality or quantity in different degrees.

Hard, harder, hardest. Wise, wiser, wisest.

There are three degrees of comparison: the *positive*, the *comparative*, and the *superlative*.

The **positive** is the simplest form of the adjective.

The **comparative** of monosyllables is regularly formed from the positive by adding *r* or *er*.

Short, shorter.

The **superlative** of monosyllables is regularly formed from the positive by adding *st* or *est*.

Short, shorter, shortest.

Some dissyllables are compared like monosyllables; as, able, abler, ablest. Happy, happier, happiest.

Some adjectives are compared by prefixing *more* and *most*, or *less* and *least*; as, faithful, *more* faithful, *most* faithful. Difficult, *less* difficult, *least* difficult.

EXERCISE 1.

Select the adjectives, tell the degree of each, and what noun each modifies.

- | | |
|---------------------------------|-------------------------------------|
| 1. John's knife is cheap. | 7. Mr. B. is the wisest man in |
| 2. Dora's pencil is cheaper. | town. |
| 3. Charles is a tall boy. | 8. Sweet oranges grow in Flor- |
| 4. James is a taller boy. | ida. |
| 5. Harold is the tallest boy in | 9. That problem is more diffi- |
| school. | cult. |
| 6. The day is warm. | 10. This problem is less difficult. |

EXERCISE 2.

Fill the blanks with suitable adjectives.

1. This apple is —.
2. That apple is —.
3. Cora's knife is —.
4. Albert's knife is —.
5. Frank's knife is the — of all.
6. Mr. D. is the — man in town.
7. That is the — horse in town.
8. Emma is the — girl in school.
9. This problem is — —.
10. That problem is — —.

EXERCISE 3.

Write ten sentences, using in each an adjective of the comparative or superlative degree.

IRREGULAR COMPARISON.

(COMMIT.)

<i>Positive.</i>	<i>Comparative.</i>	<i>Superlative.</i>
Good	Better	Best
Bad	Worse	Worst
Ill	Worse	Worst
Little	Less	Least
Much	More	Most
Many	More	Most
Late	Later	Latest or last
Old	Older	Oldest
Near	Nearer	Nearest or next
Nigh	Nearer	Nearest or next

EXERCISE 1.

Select the adjectives, tell the degree of each, and what noun each modifies.

1. Joseph is a good boy.
2. Edgar is a better boy.
3. George is the best boy in school.
4. Mary has many toys.
5. Alice has more toys.
6. Most children enjoy praise.
7. She derived little benefit from her journey.
8. Mr. M. has much money.
9. Bad boys should improve.
10. Old people should be respected.

EXERCISE 2.

Write five sentences, each containing an adjective of irregular comparison in the comparative or superlative degree.

An adjective that cannot be compared is called an **incomparable adjective**.

A **proper** adjective is one derived from a **proper noun**. An *American* citizen. An *English* orator. A *German* philosopher. An *Italian* artist. The *French* language. A *Greek* scholar. A *Russian* soldier.

EXERCISE 1.

Write five sentences, each containing a qualifying adjective, and compare.

EXERCISE 2.

Write seven statements, each containing a proper adjective.

LESSON XXI.

CLASSES OF ADVERBS.

There are adverbs of :—

1. **Time** ; as, *now, often, seldom, soon, formerly.*
2. **Place** ; as, *here, there, where, above, within.*
3. **Degree** ; as, *almost, nearly, more, less, very.*
4. **Manner** ; as, *rapidly, so, thus, wisely, falsely.*
5. **Affirmation** ; as, *certainly, surely, truly.*
6. **Negation** ; as, *not, nowhere, nowise.*

EXERCISE 1.

Select the adverbs, tell their class and what verbs they modify.

1. He seldom visits me.
2. Mary will come soon.
3. It is there.
4. Sarah is very happy.
5. The river flows rapidly.
6. He talks wisely.
7. Dora was here yesterday.
8. Helen will surely come.
9. The apple is almost ripe.
10. They will not remain there.
11. I could find him nowhere.
12. Mr. Bond formerly lived in Boston.

Note.—Do not use two negative words in the same statement ; as, I could *not* find him *nowhere*. Corrected: I could find him nowhere ; or, I could not find him anywhere.

EXERCISE 2.

Write six statements, selecting successively an adverb from each of the classes mentioned.

COMPARISON OF ADVERBS.

Some adverbs are regularly compared by adding to the positive *er* and *est*.

Soon, sooner, *soonest*. Late, later, *latest*. Fast, faster, *fastest*.

Others are compared by prefixing to the positive *more* and *most* or *less* and *least*.

Wisely, *more* wisely, *most* wisely. Quietly, *less* quietly, *least* quietly.

Some adverbs are irregularly compared.

Much, more, most ; well, better, best.

EXERCISE 3.

Select the adverbs, tell the degree, and what verb, adjective, or adverb each modifies.

- | | |
|-------------------------------------|-----------------------------|
| 1. This boy walks faster. | 6. I admire this more. |
| 2. This apple is much better. | 7. John enjoys that most. |
| 3. That horse runs fastest. | 8. This works better. |
| 4. John will come later. | 9. That works best. |
| 5. That steamer moves less rapidly. | 10. They move more quietly. |

EXERCISE 4.

Write five statements, each containing an adverb of the comparative or superlative degree.

RESPONSIVES.

“Yes” and “No” are simply *responsives*. They are condensed sentences.

Are you happy? Yes = I am happy.

Are you prosperous? No = I am not prosperous.

Note.— These words are sometimes called *adverbs*, but they modify neither a verb nor any other word.

LESSON XXII.

USE OF THE PREPOSITION.

The **preposition**, as we have learned, is a connective word used to show the relation between the words it connects.

EXPLANATION.

1. Charles went *to* Concord.
2. He returned *from* Dover.
3. He is a man *of* wisdom.
4. Helen plays *with* her sister.
5. He is prudent *in* speech.
6. He is anxious *about* his work.

1. "To" shows the relation of "Concord" to "went."
2. "From" shows the relation of "Dover" to "returned."

3. "In" shows the relation of "speech" to "prudent."

4. "Of" shows the relation of "wisdom" to "man."

5. "With" shows the relation of "sister" to "plays."

6. "About" shows the relation of "work" to "anxious."

The noun or pronoun following a preposition is called its **object**.

In the sentence, "Helen plays with her sister," "sister" is the object of "with."

EXERCISE 1.

Select the prepositions, tell their objects, and the words to which the prepositions show the relations of their objects.

1. Charles fell from a building.
2. Joseph fell on the ice.
3. Emma goes to school.
4. The horse leaped over the wall.
5. The dog barked at a boy.
6. I went into the house.
7. He is a man of truth.
8. Edgar was sitting in the parlor.
9. He was sitting at his desk.
10. I went with him.
11. I saw apples on the trees.
12. He came from Dover to Boston.
13. A boy threw a snow-ball at the house.
14. My brothers and sisters are at home.

EXERCISE 2.

Write six sentences, each containing one or more prepositions.



LESSON XXIII.

USE OF CONJUNCTIONS.

A **conjunction** is a word used to connect words and sentences. There are *co-ordinate* and *subordinate* conjunctions. *Co-ordinate* conjunctions connect words or sentences of equal rank, like the following:—

1. John *and* James are brothers.
2. George plays *and* Dora sings.
3. Cora *and* Delia read *and* write.
4. Sarah will go, *but* Mary will not.
5. My father will go *or* send his servant.

EXPLANATION.

1. "And" connects "John" and "James."
2. "And" connects "George plays" and "Dora sings."
3. "And" connects "Cora" and "Delia"; also, "read" and "write."
4. "But" connects the two sentences, "Sarah, etc." and "Mary, etc."
5. "Or" connects the verbs "will go" and "send."

EXERCISE 1.

Select the conjunctions, and tell what they connect.

1. Boys and girls sing.
2. Girls sing and play.
3. Edwin will go, but Eva will not.
4. Mabel or Ruth will come.
5. The man is honest and discreet.
6. The days are long and sultry.
7. The trees are tall and straight.
8. Iron and copper are metals.
9. Horses and oxen are useful.

10. The weather is hot and dry.
11. Most men would be rich, if they could.
12. The days are short, but very cold.
13. The boys are noisy, but the girls are quiet.

CORRELATIVE CONJUNCTIONS.

There are *correlative* conjunctions used in pairs ; as,

Either — or. *Either* Mark *or* Joseph will go to town.

Neither — nor. I *neither* saw him *nor* heard him.

Both — and. *Both* men *and* women went to hear.

Subordinate conjunctions are used to connect subordinate with principal statements ; as, I study *that* I may learn. I exercise *that* I may have good health. I wish *that* I could go.

EXERCISE 2.

Write five statements containing conjunctions, and tell what the conjunctions connect.

LESSON XXIV.

RULES FOR SPELLING.

The endings eive and ieve.

Rule 1. — In such words as *receive*, *perceive*, *ei* is used after *c* ; as, *deceive*, *receipt* ; but *ie* is used after other letters ; as, *believe*, *relieve*, *retrieve*.

Final e, silent.

Rule 2.— Silent *e* at the end of a word is dropped before an additional syllable beginning with a vowel; as, *love, lov-ing; have, hav-ing.*

EXCEPTION.— *Ce* and *ge*, on taking an additional syllable beginning with *a* or *o*, do not drop the *e*; as, *service, serviceable; change, changeable; courage, courageous.*

Final y after a consonant.

Rule 3.— *Y* at the end of a word, after a consonant, is changed into *i* before an additional syllable; as, *mercy, merciful; duty, dutiful.*

Final y after a vowel.

Rule 4.— *Y* at the end of a word, after a vowel, is not changed before an additional syllable; as, *play, player; destroy, destroyer.*

Rule 5.— Monosyllables, and words accented on the last syllable, ending with a single consonant, preceded by a single vowel, double their final consonant before an additional syllable that begins with a vowel; as, *rob, robber; admit, admitted.*

EXERCISE 1.

Correct the errors in spelling, and give reasons.

- | | |
|------------------------------|--------------------------------|
| 1. I recieved your letter. | 12. The bird is beautyful. |
| 2. He decieved me. | 13. Manlyness is desireable. |
| 3. His conciet is apparent. | 14. It is an allaier of pain. |
| 4. They beleived him. | 15. He is a conveier. |
| 5. He was releived. | 16. Charles was betraied. |
| 6. I percieved it. | 17. It was sold to the highest |
| 7. John saw him comeing. | bider. |
| 8. She is rideing home. | 18. Edwin was a tiner. |
| 9. He was blameing me. | 19. He was made sader. |
| 10. It is damagable. | 20. Charles noded assent. |
| 11. The horse is servicable. | 21. I committed the lesson. |

EXERCISE 2.

Write ten statements, — two under each rule, and two under the exception, — each containing some word there found.



LESSON XXV.

CAPITAL LETTERS.

Begin with a capital letter : —

1. The *special* names of persons ; as, *George, Mary*.
2. The *special* names of places ; as, *Boston, Chicago*.
3. The *special* names of months ; as, *January, March*.
4. The *special* names of days ; as, *Monday, Thursday*.

Begin with a small letter:—

The names of the seasons ; as, *spring, autumn, winter.*

Note.—The *general* names—*year, season, month, day*—as well as all other general names, should begin with a small letter, except at the beginning of a sentence.

EXERCISE 1.

Correct errors and give reasons.

1. Joseph lives in lynn.
2. mary has gone to salem.
3. december is a cold Month.
4. The Days in july are warm.
5. Amy is visiting in concord.
6. june has thirty Days.
7. I saw him last monday.
8. This is a fruitful Year.
9. We saw martha yesterday.
10. Dr. day is in town.

EXERCISE 2.

Write ten statements, using one or more proper nouns in each, and making a proper use of capitals.

When a proper noun consists of two or more words, each word should begin with a capital letter.

George Washington. John Quincy Adams.

Proper adjectives derived from *proper* names should begin with a capital.

- An *American* citizen. Many *Mexican* troops.
 An *English* Lord. A *French* steamer.
 The monument was made of *Italian* marble.
 The man was lost in a *Canadian* wilderness.

LESSON XXVI.

CAPITALS — *Continued.*

Begin with a **capital letter** : —

1. The first word of every complete sentence ; as, *Life is short.*
2. All names of the Deity ; as, *God, Lord, Jesus Christ.*
3. Titles of respect and honor, abbreviated and the complete word ; as, *Mr., Master or Mister ; Dr., Doctor ; Rev., Reverend.*
4. The important words in the subject of a composition.
5. The pronoun "I" and the interjection "O" should always be capitals.
6. Each word in the name of a state ; as, *New York.*
7. The first word in every line of poetry.

" Never schoolboy in his quest
After hazel-nut or nest,
Through the forest in and out
Wandered loitering thus about."

EXERCISE 1.

Correct errors, and give reasons.

- | | |
|--|--------------------------------|
| 1. The lord is good. | 5. rev. mr. Cate is present. |
| 2. christ is our saviour. | 6. o, believe it not. |
| 3. mr. Bond is absent. | 7. i met him in new hampshire. |
| 4. dr. Mitchell was called. | 8. The aim of life. |
| 9. " the good are better made by ill
as odors crushed are sweeter still." | |

EXERCISE 2.

Write five statements, using in each, one of the abbreviated titles, some name of the Deity, or the pronoun "I."

ABBREVIATIONS.

<i>Mr.</i>	Master or Mister.	<i>Mrs.</i>	Mistress.
<i>Dr.</i>	Doctor.	<i>A.B.</i>	Bachelor of Arts.
<i>Rev.</i>	Reverend.	<i>A.M.</i>	Master of Arts.
<i>Prof.</i>	Professor.	<i>D.D.</i>	Doctor of Divinity.
<i>LL.D.</i>		Doctor of Laws.	

LESSON XXVII.

PUNCTUATION.

Place the **period** (.) :—

1. After a complete declarative sentence ; as, *Life is short.*
2. After an imperative sentence ; as, *Boys, go home.*
3. After all abbreviated words ; as, *D.* for *David* ; *Dr.* for *Doctor* ; *Wm.* for *William*.
4. After the date of a letter ; as, Boston, Mass., Sept. 10, 1886.
5. After the name, or names, before the complimentary address ; as,

Messrs. Manly & Robinson,
New York.

Gentlemen :—

6. After your signature or name at the end of a letter ; as,

Yours very truly,

John James.

7. At the end of the envelope address ; as,

Rev. J. A. Lowell

Danville

N. H.

EXERCISE 1.

Punctuate the following :—

- | | |
|---------------------------|----------------------------|
| 1. Dr Lord is in town | 7. Mr Wm Chase Newfield Me |
| 2. Mr Dame is at home | 8. Yours sincerely |
| 3. John come back | Ella Garland |
| 4. Jane study your lesson | 9. Miss Martha A Temple |
| 5. The apples are ripe | Littleton |
| 6. Dover N H Sept 10 1886 | N H |

EXERCISE 2.

Write and punctuate five declarative and five imperative sentences.

LESSON XXVIII.

PUNCTUATION — *Continued.*

Place the **interrogation point** (?) after a question ; as, Are the apples good? Is the book interesting?

Place the **exclamation point (!)** after an exclamation, often immediately after an exclamatory word ; as, "Come hither! come hither! my little daughter." Fire! fire!!

The **comma (,)** is used :—

1. To separate the words of a series used in the same way ; as, John, James, Mary, and Susan go to school.

2. To separate pairs of words used in the same way ; as, Fathers and mothers, brothers and sisters unite in the same enterprise.

3. To set off explanatory words ; as, Miss Long, the teacher, has returned. Mr. Dow, the merchant, is in town.

4. Often to set off independent nouns ; as, Emma, come to the desk.

EXERCISE 1.

Punctuate the following:—

1. Is Charles sick
2. Has the Dr. come
3. How it rains
4. How dark it is
5. Emma May and Dora are here
6. I saw birds lambs and trees
7. Eva and Ruth Moses and Charles recite their lessons
8. Harold the student is at home
9. Miss Day the teacher is sick
10. Henry return your book

EXERCISE 2.

Write and punctuate two questions; two exclamations; two containing a series of words; two containing explanatory words; two containing independent words.

LESSON XXIX.

[This lesson may be omitted at the discretion of the teacher.]

The **semicolon** (;) is used to mark the divisions of a sentence next greater than those requiring the comma. It is often used to separate several short connected sentences, written one after another; as, There is food for the hungry; there is water for the thirsty; there is rest for the weary.

The **colon** (:) is used to mark the divisions of a sentence next greater than those requiring a semicolon. It is generally used before a direct quotation; as, God said: "Let there be light."

The **dash** (—) is sometimes used with the colon in long quotations. Many letter writers use the colon either with or without the dash after the complimentary address; as, Dear Sir: Honored Sir:—

The **hyphen** (—) is used to separate the parts of a compound word, and at the end of a line after a complete syllable, when the remainder of the word is written at the beginning of the next line; as, House-top. communi-
cation.

The **caret** (^) is used to denote that something has been accidentally omitted; as, The days ^{are} ^ long.

EXERCISE 1.

Punctuate the following:—

1. The days are warm the nights are cold the wind is piercing
2. The speaker said Mr President I rise to explain
3. The teacher said Let the room be quiet that all may derive benefit from the recitation
4. John has lost his book

LESSON XXX.

THE SENTENCE. — SUBJECT AND PREDICATE. — KINDS OF SENTENCES.

DEFINITION. — A **sentence** is a thought expressed in words ; as, *Mary sings, birds fly, fishes swim, trees grow.*

The essential parts of a sentence are the *subject* and the *predicate*.

The **subject** names the person or thing of which something is said or asserted.

The **predicate** tells what is said or asserted of the *subject*.

In the sentence, *Mary sings*, the word *Mary* is the subject, because it names the person who sings. The word *sings* is the predicate, because it tells what Mary *does*.

There are four kinds of sentences, — **declarative, interrogative, imperative, and exclamatory.**

DEFINITION. — A **declarative sentence** expresses an *assertion* or a *declaration* ; as, Robert is a good boy ; he is a wise man.

DEFINITION. — An **interrogative sentence** expresses an *inquiry*, or *asks a question* ; as, Does it rain ? Is the man sick ?

DEFINITION. — An **imperative sentence** expresses a *command* or an *entreaty* ; as, Walter, come to me ; Go

•

home, boys ; Stop, sir ; Create in me a clean heart, O God !

DEFINITION. — An **exclamatory sentence** expresses *surprise* or *emotion* ; as, How swiftly that bird flies ! How green the grass looks !

Note. — The complete subject is the subject noun with all its modifiers ; the complete predicate is the verb with all its modifiers ; as, Some girls study faithfully. *Some girls* is the complete subject ; *study faithfully* is the complete predicate.

EXERCISE 1.

Write three sentences of each kind.

EXERCISE 2.

Mention the complete subject and complete predicate ; then the subject noun and predicate verb.

1. Some birds sing sweetly.
2. Honest men work faithfully.
3. Some children play quietly.
4. Wisdom is the principal thing.
5. Who took the books from the desk ?
6. Do Susan and Mary study arithmetic ?
7. A prudent man acts wisely.
8. How beautiful those flowers are !

EXERCISE 3.

Fill the blanks with subjects.

- | | |
|------------|-------------|
| 1. — walk. | 3. — grow. |
| 2. — sing. | 4. — study. |

- | | |
|----------------------|-----------------------|
| 5. — run. | 8. — — weep bitterly. |
| 6. — — run fast. | 9. — — fly swiftly. |
| 7. — — move rapidly. | 10. — — read well. |

EXERCISE 4.

Fill the blanks with predicates.

- | | |
|-----------------|---------------------|
| 1. Birds —. | 7. The wind — —. |
| 2. Foxes —. | 8. The girls — —. |
| 3. Dogs —. | 9. Boys — —. |
| 4. Trees —. | 10. The light — —. |
| 5. Children —. | 11. The grass — —. |
| 6. The stars —. | 12. The orator — —. |

EXERCISE 5.

Choose your own subjects, and write five simple declarative sentences, five simple interrogative sentences, five simple imperative sentences, five simple exclamatory sentences.

LESSON XXXI.

PREDICATE NOUNS AND PREDICATE ADJECTIVES.

A noun or an adjective used with a verb to complete the predicate is called a **predicate noun** or **adjective**; as, Dora is a good *girl*; Mary is *happy*.

In the first sentence *girl* is a *predicate noun* modified by *a* and *good*. In the second sentence *happy* is a *pred-*

icate adjective. In these sentences *girl* and *happy* refer to the subjects *Dora* and *Mary*.

EXERCISE 1.

In each sentence mention the subject noun and the predicate noun or adjective.

- | | |
|-----------------------------------|---------------------------------|
| 1. Edgar is a good boy. | 6. The sky is blue. |
| 2. The days are long. | 7. John and James are brothers. |
| 3. The nights are short. | |
| 4. Harold is a fine scholar. | 8. Sarah looks pale. |
| 5. He became a good man. | 9. The boys are glad. |
| 10. Alice and Hattie are friends. | |
| 11. Gertrude looks cold. | |
| 12. The girls are sisters. | |
| 13. John is Jane's uncle. | |
| 14. The day was stormy. | |

In all these sentences the predicate noun or adjective refers to the *subject*, and is joined to it by the verb.

EXERCISE 2.

Write a sentence (containing a predicate noun or adjective) about each of the following subjects:—

- | | | | |
|---------------|---------------|-----------------|--------------|
| 1. Joseph. | 5. Birds. | 9. Flowers. | 13. Jane. |
| 2. Moses. | 6. Emma. | 10. The girl. | 14. Fishes. |
| 3. The house. | 7. The boy. | 11. The snow. | 15. The ele- |
| 4. Mary. | 8. The stars. | 12. The apples. | phant. |

LESSON XXXII.

THE OBJECT OF THE VERB.

In the sentence *John loves* —, the statement is incomplete; an additional word is needed to complete the sense; as, *John loves Joseph*. We call the noun *Joseph* the *object* of the verb *loves*.

EXERCISE 1.

In each of the following sentences, name the subject, the object, and the verb of which it is the object: —

- | | |
|------------------------------|----------------------------------|
| 1. Charles studies history. | 14. Temperance promotes health. |
| 2. Wise men improve time. | 15. Who recited the best lesson? |
| 3. Ralph learns his lessons. | 16. James wrote a letter. |
| 4. Gertrude studies grammar. | 17. Gardeners raise vegetables. |
| 5. Some boys sell papers. | 18. Some farmers sow wheat. |
| 6. Mary found a pencil. | 19. Oxen draw loads. |
| 7. Mr. Weld teaches school. | 20. Amy writes books. |
| 8. Horses eat oats. | 21. The busy bee gathers honey. |
| 9. The tailor makes clothes. | 22. Some girls paint pictures. |
| 10. Men sometimes chop wood. | |
| 11. Hatters make hats. | |
| 12. Birds build nests. | |
| 13. Carpenters build houses. | |

In the first sentence, *Charles* is the *subject*, because it names the person spoken of. *History* is the *object*,

because it names what is affected by the action expressed by the verb, or what Charles *studies*. *Studies* is the *verb*, because it tells what John does.

The natural order of words in sentences is:—

1. The subject, with or without modifiers.
2. The verb, with or without modifiers.
3. The object, with or without modifiers.

EXERCISE 2.

Fill the blanks with suitable objects, or complete the sentences.

- | | |
|----------------------------|----------------------------|
| 1. Boys toss —. | 8. Mr. Nash teaches —. |
| 2. Girls read —. | 9. Nathan studies —. |
| 3. Cats catch —. | 10. Some boys sell —. |
| 4. Tailors repair —. | 11. The weaver weaves —. |
| 5. Men drive —. | 12. The shoemaker makes —. |
| 6. Good books interest —. | 13. Carpenters build —. |
| 7. The carpenter drives —. | 14. The jeweller sells —. |

EXERCISE 3.

Write a sentence about each of the following subjects, having an object:—

- | | | | |
|-----------|----------------|----------------|----------------|
| 1. Boys. | 5. Oxen. | 9. Teachers. | 13. Cats. |
| 2. Girls. | 6. Horses. | 10. Tailors. | 14. Fire. |
| 3. Birds. | 7. Carpenters. | 11. Ministers. | 15. Water. |
| 4. Bees. | 8. Parents. | 12. Farmers. | 16. Merchants. |

LESSON XXXIII.

PHRASES USED AS MODIFIERS.

Sometimes two or more words are used together as one word ; as, a man *of wisdom*, a man *of discretion*, a man *of purity*. These expressions mean the same as a *wise* man, a *discreet* man, a *pure* man.

DEFINITION. — A **phrase** is a combination of two or more words used in the sense of one word.

A phrase beginning with a preposition is called a *prepositional phrase*.

A phrase joined to a noun is an *adjective* modifier ; *of wisdom*, joined to *man*, is an *adjective* modifier.

A phrase joined to a verb is an *adverbial* modifier ; as, The boy acted *with wisdom* means the boy acted *wisely* ; The girl acted *with discretion* means the girl acted *discreetly*.

EXERCISE 1.

Change the following phrases into adjectives or adverbs :—

1. George is a boy of truth.
2. John is a boy of diligence.
3. Mr. Bond is a man of wisdom.
4. It is a flower of sweetness.
5. The boys move with ease.
6. Jane acted with discretion.

7. The horse walked with rapidity.
8. The orator spoke with eloquence.
9. They acted with reason.

EXERCISE 2.

Change the adjectives and adverbs into phrases: —

1. Dora is a truthful girl.
2. Jane is a diligent girl.
3. Mr. Sheldon is an honorable man.
4. The teacher is a wise man.
5. He is a generous man.
6. They acted wisely.
7. The boy moved cautiously.
8. The bird flew swiftly.
9. I wrote hastily.

EXERCISE 3.

In the preceding sentences point out the adjective and the adverbial modifiers, and tell what words they modify.

EXAMPLES.

Mr. Lapham was a man *of wealth*.

The phrase "of wealth" is an *adjective* modifier, and modifies *man*. "Of wealth" = *wealthy*.

Mr. Lapham was a *wealthy* man.

The artist paints *with skill*.

The phrase "with skill" is an *adverbial* modifier, and modifies *paints*. "With skill" = *skillfully*.

The artist paints *skillfully*.

LESSON XXXIV.

THE INTERROGATIVE SENTENCE.

Is the boy sick? Does Dora go to school? May we go to Boston? It will be noticed that some of these verbs consist of two parts; as, *does go* and *may go*.

In interrogative sentences the subject comes after the verb when the verb is one word, and after the first part when the verb consists of two or more parts; as, —

1. Is — the boy — sick?

(1) Verb. (2) Subject. (3) Predicate adjective.

2. Does — Dora — go — to school?

(2) Subject.	(3) Prepositional phrase.
(1) Verb.	

3. May — we — go — to Boston.

(2) Subject.	(3) Prepositional phrase.
(1) Verb.	

EXERCISE 1.

Name the verb, the subject, and the complement.

- | | |
|----------------------------|-----------------------------|
| 1. Is the horse lame? | 8. Is the house white? |
| 2. Does Emma go to school? | 9. Do men sell horses? |
| 3. Is Myra happy? | 10. Are the children happy? |
| 4. May we go to church? | 11. Is the store large? |
| 5. Is the bird beautiful? | 12. Is the apple good? |
| 6. Are oranges sweet? | 13. Are the pears ripe? |
| 7. Is Harold a good boy? | 14. Do men walk to town? |

15. Is the water hot? 18. Can they see the sun?
16. Are the trees tall? 19. Does Bertha read good
17. Has John an apple? books?
20. Are the flowers fragrant?

EXERCISE 2.

Fill the blanks.

- | | |
|-------------------------|----------------------------|
| 1. Is Sarah ———? | 9. Is the grass ———? |
| 2. Does Albert — — ———? | 10. Are the grapes ———? |
| 3. Are the birds ———? | 11. Do cats catch ———? |
| 4. Does Alice seem ———? | 12. Do men build ———? |
| 5. Are the flowers ———? | 13. Do birds build ———? |
| 6. May we go — ———? | 14. Can you lift that ———? |
| 7. Do boys learn — ———? | 15. Is the house ———? |
| 8. Is the sugar ———? | 16. Is the water ———? |

EXERCISE 3.

Write interrogative sentences asking something about
Edgar, Emily, bird, tree, house, Thomas, Jane, Martha,
stove, carpenter, painter, sugar, lemon, Boston.

LESSON XXXV.**THE IMPERATIVE SENTENCE.**

The imperative sentence has the *verb* first in the order of words; as, *Go* to school; *Recite* your lesson. The subject is generally understood or implied; as,

Go (you, or thou) to school; *Recite* (you or ye) your lesson.

1. Go — (you) — to school.

(1) Verb. (2) Subject. (3) Complement.

2. Recite — (you) — your lesson.

(1) Verb. (2) Subject. (3) Complement.

EXERCISE.

Write imperative sentences commanding or requiring John, Joseph, Emily, and Rose to do something.

EXAMPLE.

John, study your book.

Place a comma after each independent word.

LESSON XXXVI.

THE EXCLAMATORY SENTENCE.

The exclamatory sentence has sometimes the form of the declarative sentence, and sometimes nearly that of the interrogative sentence; as, How swiftly that bird flies! "How excellent is thy loving kindness, O God!"

EXERCISE 1.

Write five exclamatory sentences.

The names of persons addressed may be called independent words, and should generally be separated from other words by a comma; as, *Mary*, study your book;

John, harness the horse. *Mary* and *John* are independent words.

When sentences begin with such words as *here*, *there*, *where*, and *when*, the subject should follow the verb; as, Here is a *book*; There is an *apple*; Where is *Charles*? When is *John* going?

EXERCISE 2.

Write five interrogative sentences, and use an independent noun with each; as, Jane, where is Mabel? Edgar, what are you doing?

Write five imperative sentences, and use an independent noun with each; as, Mary, take your seat.

Write a sentence beginning with each of the following words: *here*, *there*, *where*, *when*.



LESSON XXXVII.

THE PARAGRAPH.

As we have learned, a statement, or sentence, is a thought expressed in words. We sometimes, however, want to express several thoughts, one after another. When we do so, we converse, or discourse; and what is said or written is called either *oral* or *written* discourse.

When we have said all we desire to say on one subject, we often think of other subjects we want to say something about. What is said on each of these subjects is a distinct part of discourse, and is called a **paragraph**.

This mark (§), called the *paragraph*, denotes the beginning of a new subject.

A little space should be left before the first word of a paragraph.

This space is called **indentation**.

- The indentation is usually sufficient to indicate a new paragraph, and the paragraph mark is therefore omitted.

A SCHOOL-BOY'S LETTER (Imaginary).

Parsonsfield, Me., Sept. 15, 1886.

Dear Charles,—

About three weeks have passed since I came here, and I have been very happy the most of the time.

The village is beautiful. It is about a mile in length. The houses are nearly all large, and old-fashioned. The sidewalks are

shaded by large trees, which add much to our comfort when we go to walk.

The school is not large, but it is one of the best of its kind. Our teachers are very kind, and do all they can to interest us and make us happy.

I intend to go home next Saturday to see father and mother, if I can get permission.

Yours truly,

Henry Adams.

Note.—It will be readily seen that at each indentation a new subject is begun.

EXERCISE.

Imagine yourself from home, attending school, or for any other purpose, and write a short letter to some friend, containing two or more paragraphs.

LESSON XXXVIII.

**LETTER-WRITING: PARTS OF A LETTER; HOW TO
BEGIN LETTERS.**

PARTS OF A LETTER.

The parts of a letter are :—

- | | | |
|--|---|--|
| 1. The superscription ,
comprising | { | 1. The name of the place where
the letter is written. |
| | | 2. The date (or month, day of the
month, and the year). |
| | | 3. The address (or name, title, and
residence or place of business,
of the person addressed). |
| | | 4. The salutation, or complimen-
tary address. |
| 2. The body of the
letter,
comprising | { | Whatever the writer wishes to say,
or
All between the superscription and
the subscription. |
| | | |
| 3. The subscription ,
comprising | { | The closing words of esteem, re-
spect, or affection,
and
The name, or signature, of the
writer. |
| | | |

Superscription means what is written over or above.

Subscription means what is written under or below.

HOW TO BEGIN LETTERS.

Letters of friendship usually begin with the following forms :—

Dear Friend,	Dear Brother,
My dear Father,—	My dear Sister,—
My dear Alice,	My dear Cousin,—

More formal letters begin as follows :—

Dear Sir :	My dear Sir :
Rev. and dear Sir :—	Dear Mrs. Lowell :
Dear Mrs. Phillips :	Dear Dr. Mitchell :—

The use of the colon is more formal than the use of the comma ; and the dash added to either increases the formality.

LESSON XXXIX.

DATE, SUPERScription, ETC.

Every letter should be distinctly dated.

It is better for letter-writers to name both the town and the state where the letter is written, because often there is a town of the same name in another state.

In the letter superscription, write the name of your place of residence in the upper right-hand corner of the page, and about an inch and a half from the top of the page.

When the name of your post-office is short, the date may follow on the same line; but when the name and date require two or more partial lines, begin each successive line a little farther to the right than the preceding, and always with a capital letter.

Concord, N. H., Dec. 1, 1885.

My dear Father,—

I have just returned
from the country, etc.

Portland, Maine,

Dec. 1, 1885.

Dear Cousin,—

Your welcome letter just
received, etc.

EXERCISE 1.

Write and punctuate ten superscriptions of letters designed for friends, according to directions.

Augusta, Me., Sept. 10, 1886.

My dear Cousin,—

I intended to write, etc.

BODY OF THE LETTER.

The body of a letter should usually begin on the next line below the salutation, or complimentary address, and a little farther to the right, as in the examples above.

On the left there should be a liberal margin, varying in width in proportion to the size of the sheet.

The first line of a paragraph should begin a little farther from the margin than the other lines.

SUBSCRIPTION.

The subscription should be written under the body of the letter at the right hand. If two or more partial lines are required, begin each successive one a little farther to the right than the preceding, with a capital letter, and close with your name, or signature; as,—

Yours very truly,

Henry A. Leonard.

Letters of friendship close with such expressions as the following:—

Yours affectionately,	Yours sincerely,
Yours as ever,	Your affectionate son,
Your affectionate daughter,	Yours truly,
Truly yours,	Yours very truly,
Respectfully yours,	Your friend.

EXERCISE 2.

Write and punctuate ten subscriptions of letters according to directions.

**LESSON XL.****FOLDING, ETC.**

After a letter has been written, neatly fold it by turning up the bottom of it (if commercial note) about one-third of the length of the sheet, with first page inside; bring the top down over this, press the parts together, and enclose it in an envelope.

ENVELOPE ADDRESS.

The envelope address consists of three parts:—

1. The name.
2. The title.
3. The residence.

ABBREVIATIONS.

Mr. John D. Mason
Lexington
Mass.

Miss Dora Edmonds
Boston
Mass.



LESSON XLI.

ABBREVIATIONS.

DAYS.

<i>Sun.</i>	Sunday.	<i>Wed.</i>	Wednesday.
<i>Mon.</i>	Monday.	<i>Thurs.</i>	Thursday.
<i>Tues.</i>	Tuesday.	<i>Fri.</i>	Friday.
	<i>Sat.</i>	Saturday.	

MONTHS.

<i>Jan.</i>	January.	<i>May</i>	(not abbreviated.)
<i>Feb.</i>	February.	<i>Jun.</i>	June.
<i>Mar.</i>	March.	<i>Jul.</i>	July.
<i>Apr.</i>	April.	<i>Aug.</i>	August.

Sept. September. *Nov.* November.

Oct. October. *Dec.* December.

Inst. Of the present month.

Ult. Of the last month.

Prox. Of the next month.

TIME.

A.C. Before Christ.

A.D. In the year of our Lord.

A.M. Before noon ; in the year of the world.

B.C. Before Christ.

M. Noon.

P.M. Afternoon.

TITLES.

A.B. Bachelor of Arts. *M.D.* Doctor of Medicine.

A.M. Master of Arts. *Mr.* Mister, or Master.

Capt. Captain. *Mrs.* Mistress.

Dr. Doctor. *Ph.D.* Doctor of Philosophy.

D.D. Doctor of Divinity. *Pres.* President.

Gen. General. *Prof.* Professor.

Gov. Governor. *Rev.* Reverend.

Hon. Honorable. *Esq.* Esquire.

LL.D. Doctor of Laws. *Jr.* Junior.

Messrs. Gentlemen ; Sirs. *Sen.* Senior.

Some titles are placed before the name, and others after it. Those placed before the name are :—

Mr., Rev., Dr., Capt., Col., Gen., Hon., Gov., Miss, Mrs.

Those placed after the name are:—

Esq., A.B., A.M., M.D., Ph.D., D.D., LL.D.

Never write both Mr. and Esq. with the same name; as, Mr. John Smith, Esq. Omit one or the other.

Do not write Dr. George A. Martin, M.D. Omit the title at the beginning or at the end.

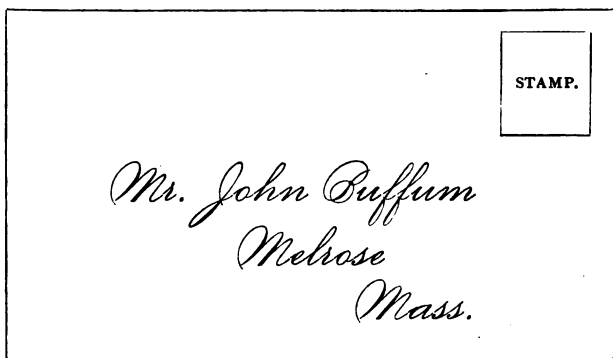
EXERCISE.

Write ten names with titles preceding; ten with titles following, and punctuate.

LESSON XLII.

STAMP AND ADDRESS.

Attach the stamp to the upper right-hand corner of the envelope, leaving a slight margin above and at the right.



The envelope address is sometimes called *the superscription*.

EXERCISE.

Write ten envelope addresses, naming any persons and places of residence you think of, and mark the proper place for the stamp.

ENVELOPE ADDRESS.

It has been customary to place commas between the several parts of the envelope address of a letter ; but in the letter addressed to Mr. John Buffum, it will be noticed no commas are used. On this point Prof. A. S. Hill says :—

“In many schools boys and girls are taught to put commas between the several parts of the address on the envelope of a letter. The rule would be correct if the words forming the address were written continuously, as in the body of a book ; but the separation of each part of the address from every other part alters the question. Consequently some of the most careful writers either put periods at the end of each line, or leave out all stops except those which mark abbreviations.”

When the name of the town and the name of the state are written on the same line, they should be separated by a comma ; as, *Portland, Me.*

Note.— After having carefully studied the Directions for Letter-Writing, the pupils might write short letters to their fathers, mothers, brothers, sisters, or friends, to be corrected by their teacher.

LESSON XLIII.

RELATIVE PRONOUNS.

A **relative pronoun** is a connective word that relates to some preceding word, called its **antecedent**.

A **clause** is a combination of words, containing the elements (subject and predicate) of a sentence.

Note.—The clause never asserts, but is used to modify some word in the principal sentence.

The boy who studies will improve.

“Who” is a relative pronoun, relates to “boy” as its antecedent, and is the subject of “studies.”

“Who” introduces the clause “who studies,” and joins the complete clause “who studies” to “boy,” and the clause modifies “boy” like an adjective.

The simple relatives are *who*, *which*, *that*, and *what*.

“Who” is the *subject* form; “whom,” the *object* form; “whose,” the *possessive* form.

“Which” has a common form for *subject* and *object*.

“Whose” is the *possessive* form.

“What” and “that” do not change their forms.

Relative pronouns have the same form for both numbers.

“What” has no antecedent expressed, and sometimes “who” is used without an antecedent; as, I know what he did. “Who steals my money steals trash.”

EXERCISE 1.

Select the relative pronouns, tell the clauses they introduce, and the words to which they join the clauses as modifiers.

1. The boy who was sick is now well.
2. The apple that you gave me is sweet.
3. The man whom I saw has disappeared.
4. The watch that was lost is found.
5. The books which I read are good.
6. The lambs which I saw were playful.
7. Roses which are red are beautiful.
8. Horses which draw loads are useful.
9. I know what he did.
10. I know who has come.
11. John found an orange, which he ate.
12. The picture which you gave me is beautiful.
13. The friend whom I visited is sick.
14. Mary has found the pencil which she lost.

EXERCISE 2.

Write five sentences, each containing a relative pronoun.

COMPOUND PRONOUNS.

The *compound* or *indefinite* forms are: *whoever*, *who-soever*; *whichever*, *whichsoever*; *whatever*, and *whatsoever*.

EXERCISE 3.

Write five sentences, each containing a compound relative pronoun.

LESSON XLIV.

INTERROGATIVE PRONOUNS.

An **interrogative pronoun** is a pronoun used to introduce a question; as, *Who* is he? *Whom* did you see? *Whose* book is this? *What* pencil is this?

The interrogative pronouns are *who*, *which*, and *what*.

"Who" always refers to persons; as, *Who* is at the door?

The form "whose" denotes ownership; as, *Whose* knife is this?

"Which" and "what," when followed by a noun, are interrogative *adjectives*; as, *Which* book did you take? *What* apple is this?

EXERCISE 1.

Select the interrogative pronouns, and, if adjectives, tell what nouns they limit.

1. Who is the man?
2. Who is she?
3. Whose slate is this?
4. Who wrote the letter?
5. Who did the work?
6. Whom did you see?
7. What books are these?
8. What boy is that?
9. Which pen will you take?
10. Which of the two boys is the older?

EXERCISE 2.

Write three sentences containing interrogative pronouns, using *who*, *whose*, and *whom*; three, using *which*; three, using *what*.

LESSON XLV.

PRESENT, PAST, AND FUTURE TIME.

Verbs have different forms to denote *present*, *past*, and *future* time.

<i>Present.</i>	<i>Past.</i>	<i>Future.</i>
I <i>walk</i>	I <i>walked</i>	I <i>shall walk</i>
He <i>sees</i>	he <i>saw</i>	he <i>will see</i>
I <i>am</i>	I <i>was</i>	I <i>shall be</i> .

Note.—*Shall* or *will*, used before the simple verb-form, denotes future time.

EXERCISE 1.

Select the verbs, and tell whether they denote present, past, or future time.

- | | |
|---------------------------|---------------------|
| 1. He is a good boy. | 6. We were in town. |
| 2. John was there. | 7. I was happy. |
| 3. James will be there. | 8. You were there. |
| 4. I shall go to town. | 9. You shall go. |
| 5. We shall be in Boston. | 10. He shall go. |

EXERCISE 2.

Fill the blanks with suitable verbs.

- | | |
|-------------------|-----------------------|
| 1. I — at home. | 6. We — in Salem. |
| 2. You — sad. | 7. You — at home. |
| 3. He — there. | 8. They — diligent. |
| 4. She — — happy. | 9. We — — there. |
| 5. It — good. | 10. They — — anxious. |

EXERCISE 3.

Write five statements, each containing a verb denoting present time; five others, each containing a verb denoting past time; five others, each containing a verb denoting future time.

LESSON XLVI.

THE INFINITIVE AND THE PARTICIPLE.

THE INFINITIVE.

There are two special forms of the verb, called the **infinitive** and the **participle**.

The word *to* is generally placed before the infinitive, and taken with it as a part of the expression.

The infinitive, in its nature, is partly verb and partly noun, and for this reason it is often called a **verbal noun**.

For use, it usually depends upon a verb, noun, or an adjective.

John walks *to improve* his health.

Sarah is anxious *to learn*.

An order *to retreat* was given.

Edwin desires *to succeed*.

EXERCISE 1.

Point out the infinitives, and tell to what they are attached, or of what verb they are subject or object.

1. Mary rides to gratify her taste.
2. Annie seems to be anxious.

3. Albert desires to go home.
4. A request to go was granted.
5. To see is to believe.
6. The time to depart is at hand.
7. Dora desires to succeed.
8. He will think of it in time to come.
9. Strive to do good.
10. Be slow to speak.
11. Mary intends to return to school.
12. The boys are not ready to go.
13. Charles wanted to borrow my pencil.
14. His time to die had not yet come.
15. The girls desired to learn to sing.

EXERCISE 2.

Write five sentences, each containing an infinitive.

THE PARTICIPLE.

The *participle*, in its nature, is partly verb and partly adjective.

Note.— It is called *participle*, because it participates of the properties of a verb and of an adjective.

It relates to, or is used with, nouns and pronouns, like adjectives.

One form of it always ends in *ing*, called the **present participle**. There is another form ending in *ed*, *d*, *en*, *t*, etc., called the **perfect participle**.

Egbert, *meeting* his friend, invited him to his home.

Charles, *finding* a bird, fed it.

He lived, *loved* and *honored* by all.

Meeting relates to *Egbert*; *finding*, to *Charles*; and *loved* and *honored* to *He*.

Ask yourself the following questions:—

Who meeting his friend?

Who finding a bird?

Who lived, *loved* and *honored*?

EXERCISE 3.

Select the participles, and tell the noun or pronoun to which each relates.

1. I saw the man walking in the garden.
2. They found the child sleeping.
3. Susan found the cup broken.
4. We saw the birds eating cherries.
5. He looked up and saw his mother standing before him.
6. John found the door fastened.
7. I heard some girls singing merrily.
8. The boy returned with his coat torn.
9. The snow, falling rapidly, soon covered the ground.
10. The exercise written by Dora was excellent.
11. A man deserving blame should be censured.
12. Honor, defined by Cicero, is the approbation of good men.

13. Mary, seeing her mother, ran to meet her.
14. We saw the boys playing ball.
15. They found the chest locked.

EXERCISE 4.

Write five sentences, each containing a participle.

LESSON XLVII.

ELEMENTS OF A SENTENCE.

A **sentence** is a thought expressed in words.

The **elements** of a sentence are the words, phrases, and clauses of which it is composed.

The **principal elements** are the subject-noun and the predicate-verb.

A **simple sentence** contains but one subject and one finite verb.

(Subject) Men | walk. (Predicate)

Elements used to modify the principal elements are *modifying elements*.

Elements used to modify nouns and pronouns are *adjective elements*.

Elements used to modify verbs, adjectives, and adverbs are *adverbial elements*.

The subject-noun is the *noun alone*.

The predicate-verb is the *verb alone*.

The subject-noun, with its modifiers, is the *modified subject*.

The predicate-verb, with its modifiers, is the *modified predicate*.

Note.— The modified subject and the modified predicate are also called the *complete* subject and the *complete* predicate.

<i>Modified Subjects.</i>	<i>Modified Predicates.</i>
Some men	walk rapidly.
Some men of energy	walk very rapidly.
Some men who have energy	walk with rapidity.

In the first sentence, *Men* (the subject-noun) is modified by *some*; and *walk* (the predicate-verb) is modified by *rapidly*.

In the second sentence, *Men* is modified by *some* and the phrase *of energy*; and *walk* is modified by *rapidly*, which is modified by *very*.

In the third sentence, *Men* is modified by *some* and the clause *who have energy*; and *walk* is modified by the phrase *with rapidity*.

LESSON XLVIII.

ANALYSIS.

Analysis is the separation of a sentence into the elements of which it is composed.

METHOD OF ANALYSIS.

A simple sentence may be analyzed by stating, —

1. The kind of sentence.
2. The complete subject.
3. The complete predicate.
4. The subject-noun with its modifiers.
5. The predicate-verb with its modifiers.

MODEL.

1. The smoke rises gracefully.

This is a simple declarative sentence.

Complete subject : *The smoke.*

Complete predicate : *Rises gracefully.*

Subject-noun : *Smoke, modified by the.*

Predicate-verb : *Rises, modified by gracefully.*

Note 1. — The work may be done orally, or in writing. When the subject or predicate has no modifying words, it is complete in itself.

Note 2. — Before analyzing any other kind of a sentence, arrange the words in the order of the declarative sentence.

2. Are the apples ripe?

The apples are ripe. (Changed.)

This is a simple interrogative sentence.

Complete subject : *The apples.*

Complete predicate : *Are ripe.*

Subject-noun : *Apples, modified by the.*

Predicate-verb : *Are, completed by ripe, which modifies apples.*

3. How the wild storm rages!

The wild storm rages how. (Changed.)

This is a simple exclamatory sentence.

Complete subject : *The wild storm.*

Complete predicate : *Rages how.*

Subject-noun : *Storm*, modified by *the* and *wild*.

Predicate-verb : *Rages*, modified by *how*.

4. Go to school.

(You) go to school. (Changed.)

This is a simple imperative sentence.

Complete subject : *You* (understood).

Complete predicate : *Go to school.*

Subject-noun : *You* (understood).

Predicate-verb : *Go*, modified by the phrase *to school*.

EXERCISE.

Analyze the following sentences:—

1. Some birds sing sweetly.
2. The orange is sweet.
3. The trees grow rapidly.
4. Humility is the foundation of all virtue.
5. The man walks hastily.
6. James has a good apple.
7. Has Alice recited her lesson?
8. How rapidly the orator speaks!
9. How fast the horse runs!

10. Come to me.
11. Religion exalts a nation.
12. Good boys obey their teachers.
13. Are the apples ripe?
14. The smoke rises gracefully.
15. The little girl has a new dress.
16. The lesson is not difficult.
17. Mary wants a sweet orange.
18. How it rains !
19. The boy went to school early.
20. The horse was in the field.
21. Forgive your enemies.
22. Some rivers are shallow.
23. Albert recited his lesson.
24. Mark has a new book.
25. The heavens declare the glory of God.
26. Large trees grow in California.

LESSON XLIX.

SYNTHESIS, OR COMBINATION OF SIMPLE SENTENCES.

Sometimes several separate statements may be combined or condensed into one sentence, containing only one finite verb.

SYNTHESIS OF SIMPLE SENTENCES.**SEPARATE STATEMENTS.**

Mr. Cate built a house. He built it in 1885. It is a beautiful house. He built it for his son.

SIMPLE SENTENCE.

In 1885, Mr. Cate built a beautiful house for his son.

EXERCISE.

Combine the sets of statements into simple sentences.

1. The orator finished his speech. He sat down.
2. Oranges grow. Many oranges grow. They grow in Florida.
They are delicious.
3. Neal Mitchell is a doctor. He is a skilful physician. He lives in Jacksonville.
4. Mr. Bond has a horse. The horse is young. The horse is beautiful.
5. There are mountains in Switzerland. They are very high.
They are difficult to ascend.
6. Emma has a dress. It is a new dress. It is a silk dress.
It is made in the latest fashion.

LESSON L.**EXPANSION.**

Words may be changed to phrases, and phrases to clauses.

1. *Wise* men improve time.
Men *of wisdom* improve time.
Men *who have wisdom* improve time.
2. *Truthful* boys are respected.
Boys *of truth* are respected.
Boys *who are truthful* are respected.

Such changes are called **expansion**. Reverse the process, and we have contraction of clauses and phrases into words, called

CONDENSATION.

1. Men *who have wisdom* improve time.
Men *of wisdom* improve time.
Wise men improve time.
2. Boys *who are truthful* are respected.
Boys *of truth* are respected.
Truthful boys are respected.

EXERCISE.

Expand and condense the following sentences:—

1. Wealthy men are often unhappy.
2. Honorable men are respected.
3. Singing birds are desirable.
4. Able men should conduct the affairs of state.
5. Strong horses draw heavy loads.

LESSON LI.

A BRIEF METHOD OF PARSING.

After carefully looking at the sentence, we should select, —

1. The verb.
2. Its subject.
3. Its object (if it takes one).

These are the principal or necessary words of a sentence. All the other words are used to modify these, directly or indirectly.

Some sentences have the three essential parts ; others have only the first two.

MODEL.

1. Some heroic boys study their hard lessons faithfully.

Study is the verb.

Boys is its subject.

Lessons is its object.

Some and *heroic* qualify *boys*.

Their and *hard* qualify *lessons*.

Faithfully modifies *study*.

Note. — It will aid the pupil to consider which principal word in the sentence is modified by each of the other words.

2. These ripe peaches are very delicious.

Are is the verb.

Peaches is its subject.

These and *ripe* qualify *peaches*.

Delicious is a predicate modifier of *peaches*.

Very modifies *delicious*.

Note. — *Delicious* is called a predicate modifier because, in addition to qualifying *peaches*, it is used with *are* to complete the predication.

3. John appears sad.

Appears is the verb.

John is its subject.

Sad is a predicate modifier of *John*.

4. Mary is a good girl.

Is is the verb.

Mary is its subject.

Girl is a predicate noun, or explanatory modifier of *Mary*.

Good qualifies *girl*.

5. The door was closed by Charles.

Was closed is the verb (passive form).

Door is its subject.

The limits *door*.

By is a preposition, showing the relation of *Charles* to *was closed*; and the phrase modifies *was closed*.

Remember: Phrases joined to nouns are adjective modifiers.

Phrases joined to verbs are adverbial modifiers.

EXERCISE.

Parse the following sentences: —

1. The laborer is worthy of his reward.
2. Henry has studied his lesson.

3. Dora loves her mother.
4. Perseverance overcomes difficulties.
5. These apples are ripe.
6. Temperance promotes health.
7. God loves a cheerful giver.
8. Napoleon crossed the Alps.
9. Some men are greatly admired.
10. Intemperance has been the ruin of many.
11. Martha is the best scholar in her class.
12. The darkest night will pass away.
13. True courage is cool and calm.
14. Good habits are maintained by constant effort.
15. There is a day of sunny rest for every dark and troubled night.



LESSON LII.

ANOTHER METHOD OF PARSING.

If a longer and more formal method should be desired, the following may be used :—

1. This good boy loves his kind mother.

Loves is the verb (transitive).

Boy is its subject (masculine noun, singular).

Mother is its object (feminine noun, singular).

Good is a qualifying adjective (good, better, best), and modifies *boy*.

This is a limiting adjective, and limits *boy*.

Kind is a qualifying adjective (kind, kinder, kindest), and qualifies *mother*.

His is a personal pronoun (possessive), and limits *mother*.

2. Has the doctor come?

Has come is the verb (intransitive).

Doctor is its subject (masculine or feminine noun).

The is a limiting adjective, and limits *doctor*.

3. Mr. Gay, the teacher, enjoyed his long vacation much.

Enjoyed is the verb (transitive).

Mr. Gay is its subject (proper masculine noun, singular).

Vacation is its object (neuter noun, singular).

Much is an adverb, and modifies *enjoyed*.

Teacher is an explanatory noun, and modifies *Mr. Gay*.

The is a limiting adjective, and limits *teacher*.

Long is a qualifying adjective (long, longer, longest), and qualifies *vacation*.

His is a pronoun (possessive), and limits *vacation*.

EXERCISE.

Parse the following sentences:—

1. Charles is the most studious boy in school.
2. Tall trees grow in Florida.
3. Wise men lay up knowledge.
4. Politeness is not always a sign of wisdom.

5. A clear conscience fears no accusation.
6. Diligence is the mistress of success.
7. Humility is the foundation of all virtue.
8. Manners often make fortunes.
9. The price of wisdom is above rubies.
10. Crosses are ladders leading to Heaven.
11. Procrastination is the thief of time.
12. Idleness is the parent of many vices.
13. It is never too late to learn.
14. Regrets are both useless and sinful.
15. Look upon the bright side of your condition.
16. The brightest stars are burning suns.
17. A small unkindness is a great offence.
18. The deepest water stillest runs.

